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ABSTRACT

Described is a continuing education program for mentally retarded adults which is designed to utilize the services of volunteers. The curriculum is noted to include cooking, sewing, recreation, and dance. Considered are four areas for future development curriculum, impact on teacher training, mainstreaming, and new programs. A model for designing a continuing education program is presented. (SBH)

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THE COUNCIL FOR EXCEPTIONAL CHILDREN

56th Annual International Convention
Kansas City, Missouri
May 3-5, 1978

LIKE EVERYONE ELSE, RETARDED PERSONS ARE LIFELONG LEARNERS

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PART I

A PHILOSOPHICAL BASIS

Sharon A. Seklecki

As professionals, we have readily espoused the concept of "normalization". However, practical application of the concept has often been very limited. In New York State, the Department of Mental Hygiene has initiated a large-scale, systematic effort to return to the community, many long-term institution residents. In response the community, along with the Mental Hygiene Department, has been rushing to provide appropriate support services. Of course, this has impact on those individuals who have been in the community all along, but minimally served by it.

As we began to explore the concept of instruction for the developmentally disabled; we looked at the existing framework in our community, for credit-free education for the typical population in our urban setting. Just prior to and during the initial stages of development of our idea, virtually all of the local colleges and universities were heavily promoting new continuing education programs. It has become a popular activity for normal adults seeking to enrich their lives and lifestyles. Adult developmentally disabled persons, living in semi-independent and independent settings within the community, demonstrate needs and desires for enrichment, particularly as they relate to basic educational and recreational areas. As citizens living and working within the community, it would seem appropriate that as we move to

"normalize" their lives, that their needs be met within the parameters of a typical Continuing Education Program, such as the one at State University College at Buffalo. In addition, it was appropriate for an urban based college to serve an urban based target population. We subsequently discovered that many of our clients were familiar with the College, had been on campus for various reasons and held very positive views about attending classes there.

Typically, Continuing Education courses are financially self-sufficient with the course fee paying for all costs. Since the target population represents a low, fixed income group, it is not possible to set a high enough fee to support course costs. Although we do seek to keep the fee at a minimal level, we do believe that it is appropriate and normal, representative of a contract and committment between the clients and instructors. The clients invest, however modestly, in their own self-improvement and as consumers, purchase a service to be delivered by the instructors.

Our clients range in age from 18 to 74 years, are well balanced in numbers of men and women and live in hostels (group homes), private homes with families and in supervised and independent apartments. Many could be considered multiply handicapped, but since we utilize a modern, barrier-free setting and have access to many resources, there is no need to set exclusionary limits.

Initially, the clients came from urban and various sub-urban locations. Since we have no intention of becoming a major "centor for program for handicapped adults", we have

encouraged, supported and assisted reproduction of our program in the suburban setting. For the suburban client, what is a "normal" setting is whatever is "normal" for typical suburbanite. Our goal is for people to participate in the most appropriate, normal setting in relationship to their living situations.

As a result of the nature of our clients' living settings, as well as feedback from various support services/agencies, we place our emphasis upon the enhancement and reinforcement of skills that contribute to the individual's capacity for independence. Topic areas include shopping for foods and clothing, proper diet, meal preparation, budgeting, banking skills, care and repair of clothing and mobility trainning. In addition, instruction is also needed in an understanding of how to participate in our democratic processes of voting, advocating and registering complaints.

We have also determined that leisure-time poses serious problems for many of our target population, they are unable to constructively occupy their free-time and this gives rise to a whole range of inter-personal problems. Therefore, we have approached leisure-time activities through exploration of and instruction in a variety of crafts, hobbies, card and table games, as well as various physical recreational activities. Again, we place our emphasis on the development of skills that can be translated in to the community and living setting. For example, we are not interested in providing a recreation night of swimming or bowling, but rather instruction in the

proper use of community resources for bowling or swimming.

The functioning of our program and its high level of individual instruction, is designed to utilize the services of volunteers, at approximately a 2:1 ratio. The majority of these volunteers, are undergraduate and graduate students enrolled in the State University College's Exceptional Children Education Department. Others are students from other State University College and University of Buffalo programs, such as Art, Art Therapy, Drama and Dance Therapy. Still others are teachers in the field who want the exposure to this population for their own professional enrichment. All of this gives us the opportunity to proselytize our philosophy and approach. The first hurdle for many volunteers is the recognition and acceptance of the adulthood of the clients--substituting the term "kids" for "men", "women", "people", "folks". Contact with adult developmentally disabled constitutes a vivid, sometimes disturbing, evaluation of our special education programs. Attitude changes and increased awareness and sensitivity are our objectives with volunteers. Hopefully, these folks can and will integrate their experiences in our program, into their own professional endevors. Thus, we not only seek to service the client directly, but also engage in teacher education, with a view to the future.

Speaking for the future; we would like to become an even stronger vehicle for teacher education, a service model appropriate for replication in other locations and we would like to expand the range of course offerings, based on assessments of client needs and interests.

PART II

KANSAS PRESENTATION
Susan Zippiroli

The first semester in which we began our program, Spring of 1977, we were faced with the problem of letting the population we want to serve know we were going to be offering a course. We had decided, at that time, to offer what we considered a life skills course, that of Budgeting, Cooking, and Sewing. We also knew that a description of the course would appear in the Continuing Education Brochure of Buffalo State College. In wording the description of our course we never used the word handicapped, also it seemed likely that most of the clients, of sheltered workshops and those adults who lived in hostels would not receive the Continuing Education Brochure. So we contacted each agency by phone, and then sent out separate registration sheets, a form which you will see later. We registered 15 adults this first semester. The agencies and our clients, after 3 semesters, now get the Continuing Ed. brochure and look for the course offering.

Our course is presently taught at the State University College Learning Laboratory. We are most fortunate to have at our disposal the Home Ec. Suite, the gym, the cafeteria, and the faculty lounge. This amount of room makes the scope of our program most feasible. However, it would be possible to run a Program without all of the facilities.

I would like to share with you now the evolution of our curriculum through 3 semesters. We are proud of the curriculum because we feel that each change we have made has been to meet the needs of the clients we serve.

In our curriculum we decided, initally, that skills we wanted to give our clients were those of habilitation rather than rehabilitation. We felt we wanted to offer a course which would help the developmentally disabled adult function more efficiently in the community. In deciding on Budgeting, Cooking, and Sewing, we could not offer them as three separate courses. We offered 1-6 week course which included all three areas. We spent 2 weeks on each topic and we were servicing 15 adults. We

tried to teach each topic on many levels since our clients were at varying abilities In budgeting we covered areas from coin recognition and money value, to making your pay last through the week. In cooking we covered concepts like comparative shopping to getting the most for your money, and we went into very basic food preparation. We attempted to plan simple meals. In sewing the range went from needle and thread identification to basic sewing skills, such as heming or following a pattern. We stressed what type of mending to do on clothing which needed repair, and we got into the area of caring for clothing, explaining to the clients what clothes could be washed and which needed to be dry cleaned.

It was a hectic 6 weeks and at the end of the 6 weeks, we evaluated what we had done and found out a number of interesting facts. Firstly, our curriculum was not extensive enough. We could not cover in 2 week segments, enough information that would provide our clients with skills which they could carry with them into the community. We also discovered, through conversation with the various agencies, that there were many more than 15 adults who wanted to be served. We found out, through clients themselves, that they wanted a more extensive curriculum in any one area, rather than an overview in many areas. Lastly we discovered that our course was missing one very important aspect of daily living - that of recreation and leisure time activities.

So, as any good program does, we made changes within the curriculum. We also increased our volunteer staff so that we might include new curricular areas.

We tried to incorporate the needs of the clients in our changes. We legthened the time slot to 10 weeks and we gave the clients a choice of what they took. We called the 2nd semester, which was the Fall of 1977, Chinese Menu Semester in that we asked the clients to choose 1 course from column A and 1 course from column B. Column A included cooking or sewing and column B included dance or recreation. In this way we felt we were servicing both a skill area and recreation area. We taught each course for 1 hour a piece, so the program was still a 2 hour

program. We divided curselves up according to our skills and we added 2 recreation instructors, 2 graduate interns, 2 dance therapy interns, 1 dance therapy consultant, and many student volunteers. Our client enrollment was up to 40 the second semester. Once again I would like to reitterate that all of the people involved in the program were volunteers and the fee we charged the client went to pay Continuing Education fees and materials.

A break down of the curricular areas for this semester were:

COOKING: Here we emphasied all basic skills, those of chopping, slicing, cutting food, following simple recipes, use of the stove, nutrition, and kitchen clean up. We worked on basic menus that could be prepared and eaten in an hour, since that was each individual classes' alotted time. We emphasised the importance of good food-showed the clients how they might pack nutrious lunches to take to work with them and what they could serve when they had friends over. The one giant pitfall of this class was that it didn't last long enough. In one hour time it was difficult to cover all areas in the preparation of one food, or one meal and still have time to eat.

SEWING: The sewing aspect of the program was very difficult since it involved an almost one-on-one situation with instructor and client. Unfortunately, most of our volunteers didn't know how to sew. The entry level of the adults was very different, with some not able to sew on a button, while others were able to follow a pattern and wanted to work on the sewing machines. By limiting enrollment in this area we were able to give almost individual instruction and all the adults progressed to a higher level of functioning by the end of the program. Items such as pillows, tote bags and vests were made.

RECREATION: The recreation area included both large group and small group games. Volleyball, basketball, shuffelboard and other games were taught. The clients went bowling and also were taken to sporting events at the college as spectators, after learning a little about the sport. There was a great amount of social interaction during this time.

DANCE: The handicapped adults who attended the program had access to music and enjoyed dancing, both at social events and in the hostels, yet many were not up on the newest dances. So during the dance hour the clients learned modern dances, some folk dances and most important, social interaction prevailed.

During this semester we also gave mobility training to 10 clients so that they might take public transportation, to and from the program. Independence is getting around the community helps the developmentally disabled adult feel more a part of his environment

At the end of the Fall semester a survey of the clients was done to give us feed back on the program. While most of the adults enjoyed the course, 2 main criticisms came out. The first was that the courses were often not extensive enough, that 1 hour time was not sufficient for each course. Secondly that we were not offering the course often enough. The adults wanted to come 2 and 3 nights a week. With this knowledge in hand we again changed the curriculum. We made each of the courses 2 hours long during this past third semester, the Spring of 1978, that each might be more extensive. However, on the second point, that of more nights per week, we just could not put in any more time. But we could put in a facet to the curriculum which would give our population hobbies or activities which they could do in their own homes or hostels. We added to the established curricula of cooking, sewing, dance and recreation, other areas in needlecraft and card and board games. Once again we needed to add to our volunteer staff and we found this semester many volunteers with particular skills in the needlecraft and sewing areas. We had hoped to keep the enrollment at 40 but on registration night 60 enrolled in the various courses. Please remember that the various aspects, or sections of our course all still take place in 1-2 hour session(s) 1 night a week. During the three semesters the time segment of 1 night with 2 hours remained the same.

A break down of this past semester's courses are:

COOKING: With an increase to a 2 hour time segment we were better able to meet the needs of the clients. For example, we pre-tested the clients in areas of nutrition, food handling, comparative shopping, balanced meals and food preparation. We divided the group according to skill and worked on individual needs of each in the group. We took shopping trips to the super-market after looking in the paper for good food buys. Budgeting was stressed. The increase in time allowed for time to be spent on table setting and kitchen clean up. At the end of the 10 week session the clients had gone from planning a menu, to shopping for the food, to preparing the meal, to setting the table, eating the meal and cleaning up the kitchen. All of the clients showed improvement in one or more areas on the post testing.

SEWING: This semester's sewing delt with using the sewing maching. The population was limited to those who had access to machines away from the class since we were trying to stress skills which would be carried out away from the program. The clients went into a fabric store and purchased their patterns and material. They worked one-on-one with instructors and volunteers. Following a pattern and cutting material were 2 important aspects, ironing of the fabric and the finished product was another by-product of the process. Projects were beautiful-slacks, vests, dresses, pillows and other projects.

NEEDLECRAFT: The clients were allowed to choose their own project. These included macreme', knitting, crewel, and needlepoint. The instructors took the clients to a craft store to show them how to pick out the materials for their projects. They worked each week on thier projects and many volunteers devised ways to help the adults work on their skills witnin their physical disabilities.

RECREATION: This area divided into 3 sessions. For the first hour the adults were taught various card and board games which we knew were available at their hostels or homes. The games were geared toward independent playing that the adults might enjoy them when an instructior was not with them. For the second hour the adults went either to dance or recreation. Once again the dance emphasised modern dances and social interaction. Social parties were held which put emphasis on acceptable social behavior and the development of friendship. The recreation area changed in scope however. Here we stressed community activities which the clients could do on other evenings. Before a bowling party the clients learned how to keep score, how to get bowling shoes at an alley. Skills involved in the recreation were stressed. The clients went roller skating and while in the van instructions were given which would enable them to return themselves if they desired. A tour of the YMCA gave the adults a good idea of what other recreational sources were available to them.

All of these activities provided appropriate vehicles for social interaction, enabling persons with common interests to establish friendships. We hoped that with an increase in leisure time skills, the clients would look to themselves and the community for "fun" activities.

Basically then, our curriculumn has stressed living skills and leisure time activities. It has stressed those skills which we feel will enable the developmentally disabled adult to better function in his home and community. It has stressed those skills which will make the adult more independent within their own lives.

PART III

FUTURE DIRECTIONS OF THIS CONTINUING ED PROJECT

Catherine Boehm

When planning the future directions of this Continuing Education Course at the State University College at Buffalo we identified four areas of the existing program for further development: (1) Curriculum, (2) Our Impact on teacher training, (3) Mainstreaming, implication and New Programs.

The Curriculum will continue to evolve to meet the needs of our population. The process that is used to identify the needs is a combination of formal surveys and informal observations. Two surveys compose this formal assessment.

The first survey is the needs and interests survey which is completed by the client. In the interest of independence and dignity this survey was designed with a minimum of verbage. The client is asked to read and check, there is no writing required. The survey can also be administered through an interview format, which is the method most frequently used. (Insert A) This is a summary of the survey. The 61 clients surveyed indicated areas of interest to them. While no area is singularly distinct, there are several notable, consistent selections. Our consumers expressed the greatest need for and interest in courses in Arts and Crafts, Shopping Skills, How to Find a Job and Keep It, How to Handle Money, Handling Emergencies and Exercise.

The second survey is a needs assessment survey which is

INSERT A

NEEDS AND INTERESTS SURVEY (CLIENT)

5% FIRST AID AND SAFETY

7% HOW TO FIND A JOB AND KEEP IT

6% HOW TO GET ALONG WITH PEOPLE

8% SHOPPING SKILLS

4% DATING AND MARRIAGE

6% ACADEMIC (SCHOOL) SKILLS

6% CARING FOR CHILDREN

9% ARTS AND CRAFTS

7% EXERCISE

6% HOUSEHOLD REPAIRS

6% APARTMENT LIVING

5% HOW TO GET AROUND THE CITY

6% VOTING

7% HANDLING EMERGENCIES

7% HOW TO HANDLE MONEY

5% PERSONAL HYGIENE (MAKE-UP, HAIR, DIET)

9% OTHER (COOKING, SWIMMING, IRONING)

designed to gather information regarding specific needs of the clients as perceived by a person who has direct contact with them for example hostel or group home counselor, or a guardian. (Insert B). This survey is somewhat more detailed in its listing of areas of a curricular nature. Again, there is no one area identified as an overwhelming need, but several overall consistent areas of general need, for example day to day living skills, cooking, physical fitness, money management, and arts and crafts.

The information received from the two surveys serves as a guide in designing new courses within our program (Insert C) By correlating the results of the two surveys we are able to see clear areas of common interest and need.

The client interest in arts and crafts relates to this cluster of needs identified by the guardian/counselors. Exercise relates directly to these need areas. Mobility has an interesting impact on shopping skills and recreation. The impact of the survey results may take the form of an Arts and Crafts Course which integrates more experiences in the performing arts.

Our next cooking course may emphasize shopping skills and money management more heavily.

The Second area of emphasis in our current course which will be further developed is our impact upon teacher training. We are continuing education course at the State University College at Buffalo, we have developed a close tie with the exceptional education department of the college. We are able

INSERT B

NEEDS ASSESSMENT SURVEY (GUARDIAN/COUNSELOR)

4 BASIC ACADEMIC SKILLS

3 SEWING

1 NUTRITION

4 PHYSICAL FITNESS

2 SEX EDUCATION

1 LEGAL RIGHTS

1 RELIGIOUS INSTRUCTION

4 PERFORMING ARTS

4 TRAVEL WITHIN THE CITY

4 MONEY MANAGEMENT

1 HOW TO USE PROTECTIVE SERVICES

1 DRIVER EDUCATION

3 GROOMING, PERSONAL HYGIENE

2 CURRENT EVENTS, POLITICS

2 DANCING

2 HUMAN RELATIONS

1 BASIC CLERICAL SKILLS

3 FAMILY RELATIONS

4 PRE-EMPLOYMENT KNOW HOW'S

4 ARTS AND CRAFTS

5 COOKING

4 SPORTS, GAMES, RECREATION

4 WEIGHT REDUCTION

1 CONSUMER EDUCATION

1 FIRST AID

3 USE OF COMMUNITY RESOURCES

3 HOMEMAKING SKILLS

1 SELF-DEFENSE

1 SELF-EXPRESSION, SENSITIVITY

2 USE OF COMMUNITY AGENCIES

2 ETHNIC/AREA STUDIES

4 FRIENDSHIP DEVELOPMENT

2 CHILD REARING SKILLS

4 MUSIC

6 DAY TO DAY LIVING SKILLS

1 APARTMENT RENTAL

2 SAFETY HABITS

3 HOUSEHOLD REPAIRS

INSERT C

CORRELATION OF NEEDS AND INTERESTS SURVEY(CLIENT) AND NEEDS ASSESSMENT SURVEY(GUARDIAN/COUNSELOR)

DAY TO DAY LIVING SKILLS

COOKING

BASIC ACADEMIC SKILLS

PHYSICAL FITNESS

SPORTS, GAMES, RECREATION

WEIGHT REDUCTION

PRE-EMPLOYMENT KNOW HOW'S

MONEY MANAGEMENT

TRAVEL WITHIN THE CITY

MUSIC

PERFORMING ARTS

FRIENDSHIP DEVELOPMENT

ARTS AND CRAFTS

ARTS AND CRAFTS

SHOPPING SKILLS

HOW TO FIND A JOB AND KEEP IT

HOW TO HANDLE MONEY

HANDLING EMERGENCIES

EXERCISE

to use our program to develop skills in pre-service persons, as well as to train professionals to assume the roles of instructors of programs for post-schoolaged persons. For example, a former graduate intern from the exceptional education department who was assigned to our program is currently in structor of a suburban course.

We plan to further develop our relationships with other departments on campus to integrate students from specific departments such as home economics and art.

As the clients become more skilled and as the needs evolve more specifically it is apparent that the level of expertise needed is much higher. It is appropriate for the home economics major to instruct in areas of cooking. It is more desirable for clients to receive art instruction an art student, than an exceptional education student.

This brings me to our third area for further development. For some clients, the most appropriate setting for them to acquire their selected skills si within the mainstream of continuing education. As we become more familiar with the client and as he acquires some basic skill and confidence in an area it is possible and desirable for him to further persue the interest area in a continuing education course not designed for developmentally disabled persons. We are able to assist that individual in finding a course and registering. Our structure and relationship the college allows us to pair the person with a student who will check in with him periodically to see that he is current in class projects and ganerally having a successful experience. (INsert B)

When you examine the comprehensive needs of this group of people it becomes apparent that greater opportunities should be available to them.

Our fourth area of concern for the future is to continue to encourage and assist others in establishing programs of Continuing Education for Developmentally Disabled Adults. We have been successful within the Continuing Education structure of a college, and have assisted in the design of the program in a northern suburb of our community. It is our intent to continue to respond to the direct requests of school districts to assist them in developing programs. We also plan to use information gathered through the needs survey to identify specific locales in which a course could be offered. For example, we know of a substantial population living in the southern suburbs of our city who could more appropriately receive services in that area. We would initiate this through direct contact with the school districts who offer adult continuing education courses. The only area in which our model varies greatly from programs we would help establish is that of funding. The school districts have a system of sustaining financially low yield courses with courses which attract larger numbers of people. Therefore it is possible to charge 15 developmentally disabled adults $10.00 for a course and still pay the instructor because 115 people are paying $25.00 to take Yoga. The revenue from that course more than covers instructors fees.

However, our structure does not make use of this balancing trade-off effect, and funding our course continues to be one of our greatest challenges.

It is our hope that while, we are not eligible for developmentally disabled funding and State Education monies because we are dealing with an over 21 population, and we are not eligible for financial assistance within our continuing education format, we will be able to seek funding on the basis of our existence as a teacher training project and a service model.

PART IV

A SYSTEM FOR PROGRAM DESIGN

Sarah M. Anderson

For the last several minutes, we have shared with you the significant goals; directions - past, present, future; and the program design for one Continuing Education Program in the Buffalo New York area.

Let us now take this program design and with the assistance of a model, project this design into a system that all of us can utilize as we begin to contemplate a similar program in our own community.

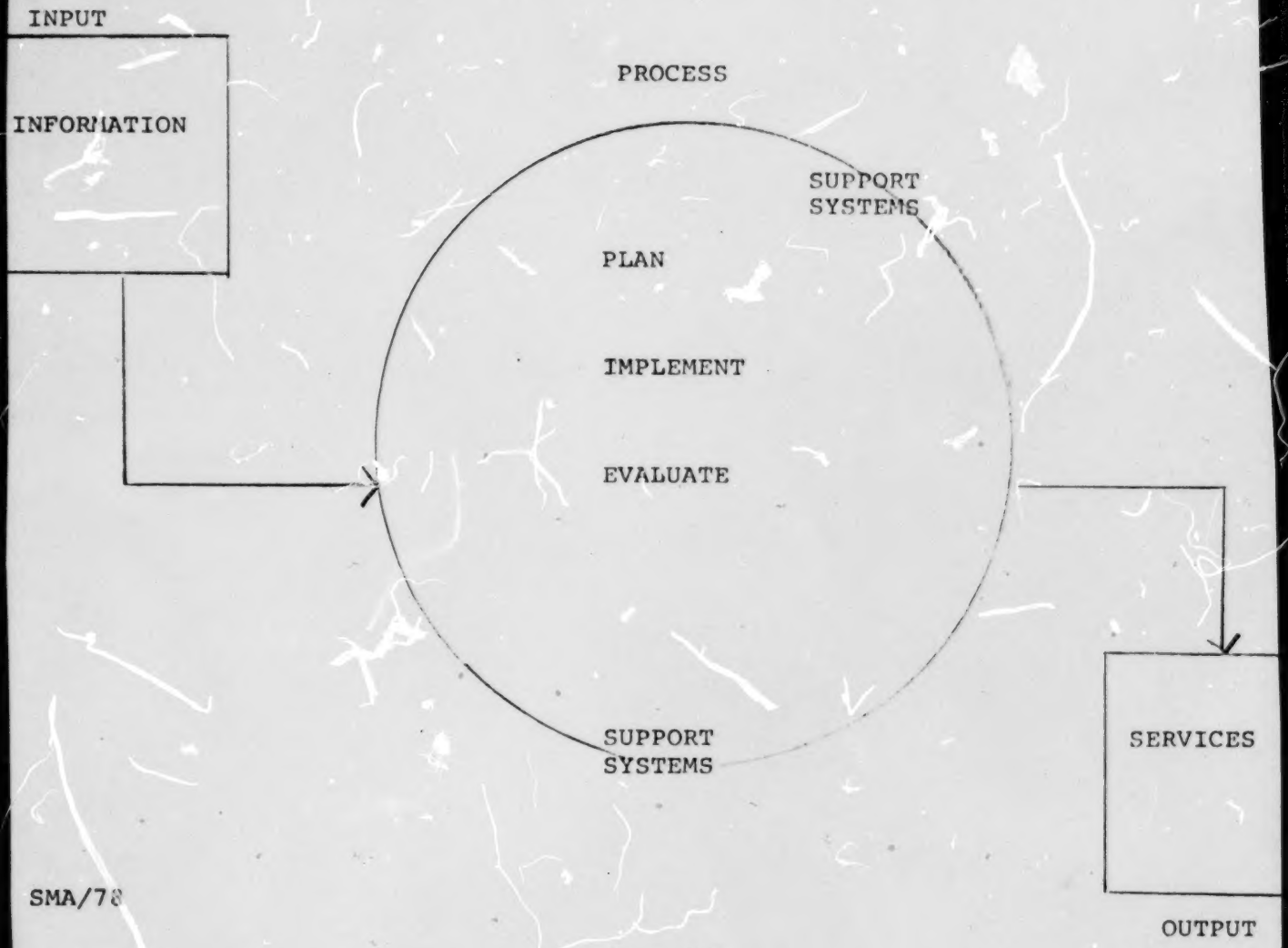
I want to indicate, at this juncture, that the following process models represent a system that we have found extremely beneficial to our program's growth and development; and although it represents only one alternative to program design, we feel it has proven to be an effective one worthy of presentation and copy.

The first model (Insert A) represents the Input-Process-Output System (IPO) and simply stated allows for specific information or previously gathered data to be fed into the Process Phase as Input, which when present, provides the impetus for the activation of the process components. This data is essential to the total process as it is the base upon which all other information builds and ultimately embellishes the process.

You need to know something about the who, how, why, when, where and what in order to begin to plan and subsequently implement and evaluate your program.

INSERT A

A SYSTEMS MODEL FOR INPUT - PROCESS - OUTPUT (IPO)



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The Process Phase is represented by the sphere which symbolizes a continuous exchange and interdependency amoung the main components with a special recognition of the need for a strong ongoing Support System.

The Output Phase represents outcomes of the program; in this case the services rendered to the adults as a result of their participation in your program.

The specifics of the IPO System can be illustrated in this next model (Insert B) which we identify as Planning, Implementing and Evaluating a Program for Developmentally Disabled Adults (P.I.E.)

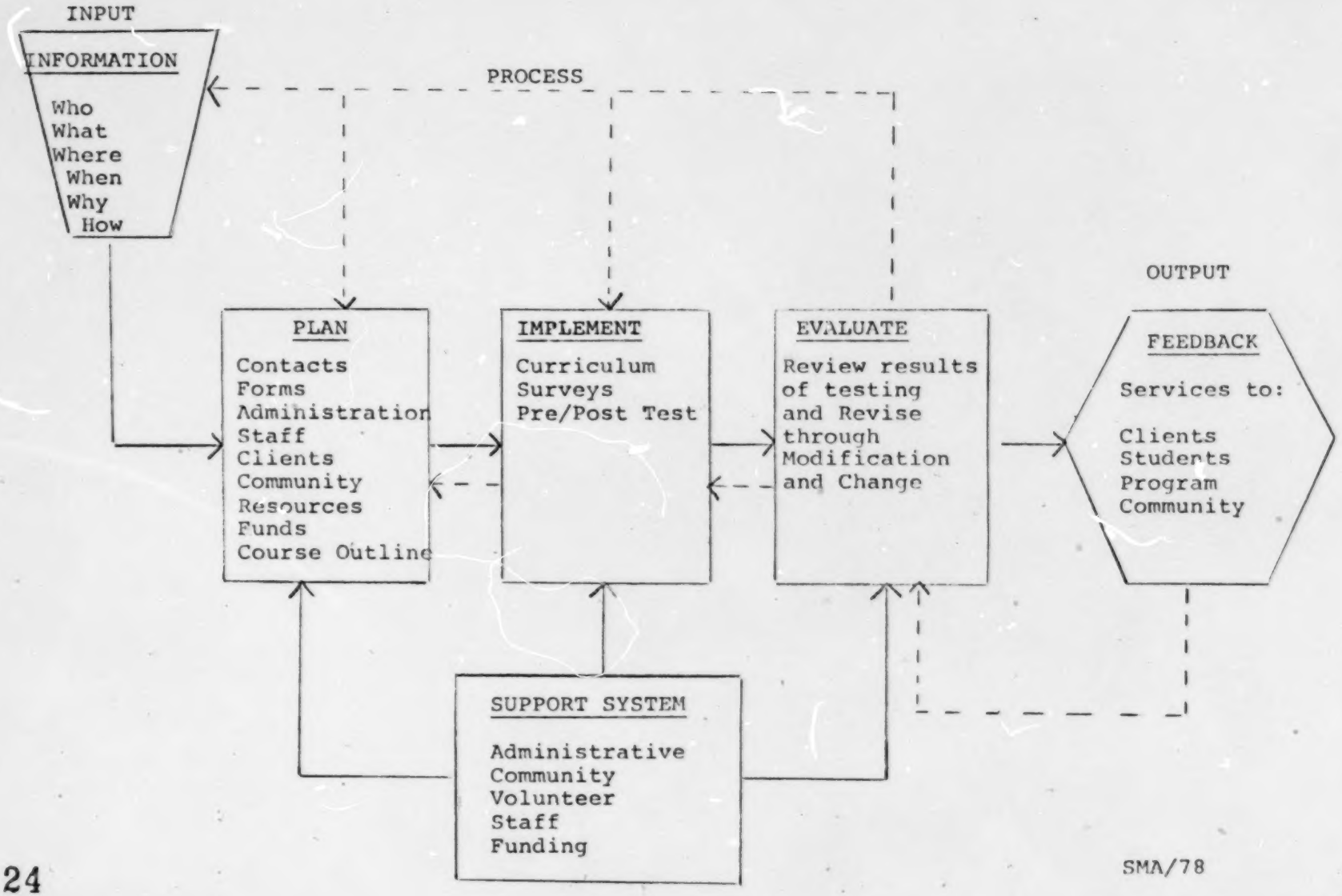
Input data from the information Phase should be reviewed and documented, if possible, prior to initiating the Planning Phase. Essential inclusions to this preliminary phase consider the following criteria:

Size of the community
Knowledge of existing population
Needs of the population
Knowledge of existing programs
Accessibility of suitable learning environment sites
Availability of community resources
Availability of teacher resources (staff)
Availability of funds and funding sources
Availability of materials
Available modes of transportation

Once the preliminary data has been collected, the Planning Phase can begin. This component of the process is crucial. The major premise here rests with the theory that the developmental process that allows for systematic planning through comprehensive sequencing and attention to detail, produces a more efficient and effective program and ensures those kinds of services you desire for your population. A planning phase

INSERT B

A SYSTEMS MODEL FOR PLANNING, IMPLEMENTING AND EVALUATING A CONTINUING EDUCATION PROGRAM FOR DEVELOPMENTALLY DISABLED ADULTS (P.I.E.)



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28. Follow-up on pre-registration activity(stress pre-registration where possible)
29. Collect course material
30. Touch base again with staff(refer to previous staff contacts)
31. Plan arrangement or necessary adaptation of selected learning environment sites
32. Prepare pre/post testing instruments
33. Prepare interest/need surveys
34. Collect pre-registration forms and fees
35. Submit forms and fees to the Continuing Education Office
36 Review pre-registration class list with Continuing Education
37. Finalize registration on the first night of class
38. Prepare final class list(from first night attendance, expected participants from pre-registration)
39. Send final class list and fees to Continuing Education
40. Settle account with Continuing Education Office

Upon completion of the Planning Phase, Implementation of the program through the curriculum commences; and could include the administration of pre and post tests and interest and need surveys.

An important assumption in evidence here is that the extent to which any program achieves its goals and is considered successful depends directly upon the degree to which the evaluation component is utilized. An evaluation Phase that allows for a thorough review of Pre/post test and survey results, and provides for revision through modification and change, can and does touch all phases of the system and may result in new information to the Input Phase.

Further, we also contend that a successful program has at its helm a Support System ready to provide the strength to expand and elevate or the cushion to break the fall at any point in the system. Support can come from a variety of sources and does include:

illustrative of such continuity and detail could include the following steps:

1. Select staff for program development
2. Develop course outline
3. Contact Director of Continuing Education
4. Obtain appropriate course request forms
5. Select appropriate learning environment site
6. Contact Administrator of Selected learning environment site
7. Obtain necessary clearance for building and room use
8. Determine appropriate time, dates, day and course fees
9. Contact staff usually responsible for learning environment site (teachers who work in classrooms, gym, pool during the day)
10. Complete course request forms for Continuing Education
11. Meet with Director of Continuing Education for finalize:
    a. program needs
    b. fees
    c. program and printing costs
    d. additional support from Continuing Education
12. Survey the community sources(agencies, workshops, hostels) for prospective clients
13. Contact responsible agents(community sources) for the purpose of:
    a. Describing the program
    b. requesting assistance in the identification of clients and their needs
    c. determining modes of transporation to and from program
    d. establishing a system of ongoing communication
14. Send follow-up correspondence to contact persons (reviewing previous discussions and alerting them to prcgram time-line dates)
15. Rough out course curriculum
16. List material needs
17. Identify sources for materials
18. Summarize client needs as per information from contact persons
19. Compare needs with course curriculum
20. Refine curriculum
21. Select additional program teaching staff
22. Prepare course description for Continuing Education and submit for print
23. Prepare pre-registration flyer
24. Prepare necessary health forms (if course activities warrant this)
25. Submit both pre-registration flyer and health forms to Continuing education office for Print (this is arbitrary -epending upon the arrange ment with the CE office)
26. Set up pre-registration deadline date
27. Distribute pre-registration flyers and health forms to community contact persons and individual clients

Volunteer sources
   a. College students
   b. community citizenry(high school students, senior citizens, businesspersons, homemakers)
   c. professional colleagues

National and State sources of funding(grants, research)
Local funding sources (college, community)
Community agencies, woekshops
Your own administration
Continuing Education Department staff
Community support and involvement throgh:
   a. News releases
   b. information bulletsin
   c. contact with neighboring school district Continuing Education Programs.

Service to the clients, college students and programs, and to the community serve as valuable feedback which provides for the ongoing vitilization of the program and ensures continued desire and involvement among all participants.

Now that we have reviewed a system for program desigh, we would like to break up into small groups to allow for interaction and discussion and, with the assistance of guide sheets (insert C) provide each of you an opportunity to begin to list some of the pertinent criteria in the Information and Planning Phases that you deem essential to the successful development of a similar program in your area.

INSERT C

STATE UNIVERSITY COLLEGE AT BUFFALO
DIVISION OF CONTINUING EDUCATION

P.I.E.
A SYSTEM FOR PLANNING, IMPLEMENTING AND EVALUATING A CONTINUING EDUCATION PROGRAM FOR DEVELOPMENTALLY DISABLED ADULTS

INFORMATION CRITERIA

IDENTIFICATION OF COMMUNITY NEED:

IDENTIFICATION OF POPULATION TO BE SERVED:

AVAILABILITY OF LEARNING ENVIRONMENT SITES:

EXISTING PROGRAMS:

AVAILABLE RESOURCES:

AVAILABLE FUNDING SOURCES:

PLANNING PHASE

COMMUNITY CONTACTS:

ADMINISTRATION:

CLIENT NEEDS:

FORMS:

MATERIAL/SUPPLY NEEDS:

TEACHING STAFF:

PLANNING PHASE

OPERATING CAPITAL:

TESTING INSTRUMENTS:

SURVEYS:

COURSE DESCRIPTION(OUTLINE):

For Further Information Contact:

CONTINUING EDUCATION ASSOCIATES
59 Belvoir Road
Williamsville, New York 14221
(716) 631-3273